

What Makes the Teacher Happy?

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Abstract: Teacher happiness has become an important part in education context because it can be predicted to student academic success. The study aimed to examine the effect of job satisfaction and gender on teacher happiness. Participants were 358 teachers at Islamic kindergarten and Islamic primary school in East Java. Data were obtained through the job satisfaction index, life satisfaction scales and approach to happiness questionnaire. Data were analyzed by regression and variance analysis. The result showed that teacher's job satisfaction had an effect on teacher's happiness ($R = .526$ $p < .01$), and female are happier than male teachers ($F = 6.147$ $p < .05$).; The teacher who has shorter of work period are happier than longer of work period ($F = 3.889$ $p < .05$).

1 INTRODUCTION

The study of happiness has become an important part in the context of educational reform, especially the study of teacher happiness. Studies of happiness in the teacher have been carried out. For example, a research examines teacher happiness in relation to students in school (Lavy & Bocker, 2017) examining how a teacher and student achieve happiness together (Takayanagi, 2016), the teacher's strategy in achieving happiness in the class (De Stercke et al., 2015) and which focuses on happiness of kindergarten teacher (Yang et al., 2018).

The research found that teacher happiness affects student performance and the success of the learning process in school (Tadić et al., 2013) the other research has shown that the teacher happiness can be a predictor of student happiness and it affects their learning performance (Duckworth et al., 2009). Expression of teacher happiness affects student learning motivation (Sutton & Wheatley, 2003). Based on some of these studies, it can be concluded that teacher happiness becomes predictors of student academic success.

At lower education levels such as Islamic Kindergarten schools and Islamic primary schools, teacher happiness is the key to educational success. The students at this level are children who are in a period of rapid growth and development that often have problems in the education process. It can be pressure for teachers if they have not positive

emotions such as patience, enthusiasm, and high motivation. Positive emotions and high motivation can grow when the teacher has happiness.

Happiness as a person's psychological condition is understood in many ways. This diversity is due to the individual subjective judgment of an event that causes him to feel happy. Some definitions of happiness are expressed by experts, among others are Feldman (Feldman, 2008) which defines happiness as a person's mental state and positive emotional experience as a result of the way their evaluate or feel events in their lives that generate positive emotions. While, happiness occurs when someone experiences a positive mood or emotion in the face of situations that tend to be interpreted as something to be desired (Lyubomirsky, 2001). Similar definitions are also put forward which states that one's happiness is the result of a positive assessment of every life process (Seligman et al., 2005).

The same opinion stated that happiness is the extent to which a person evaluates the overall quality of his current life as a positive whole (Veenhoven, 2009). From various definitions of happiness, it can be concluded that happiness is a positive emotion resulting from the individual's subjective judgment of an event or situation. The judgment generates positive feelings such as pleasure, passion, and satisfaction.

One of the factors of teacher happiness is job satisfaction (Bota, 2013). Job satisfaction is a pleasant emotional state resulting from one's

appreciation of one's own work (Dou et al., 2017). It represents the state of the person who enjoys his work (Fritzsche & Parrish, 2005). Being satisfied with work is the result of a positive worker's perception of work and the environment, and it develops a sense of happiness (Mehta, 2012). In general, researchers argue job satisfaction reflects the perception of someone toward his or her job, job-related activities, and environment. It is a composite of psychological and emotional experiences at work.

In the teaching perspective, teacher job satisfaction is when students learn and have progressed, responsible, grow and develop well. Teachers can also experience job satisfaction when teachers engage in activities and function their abilities to the fullest. In this situation the individual experiences high levels of concentration, fusion, strength, and control. Usually, this experience is called "flowing". In addition, job satisfaction is also felt by teachers when they get satisfaction with higher level needs, social relationships, rewards, and self-actualization (Bishay, 1996).

Happiness teacher is also associated with gender. Some studies have found different results where there is no difference between male and female in happiness (Lobos et al., 2016). Another study found that men tend to be happier than women, even though the correlation is not satisfied (Chui & Wong, 2016). While, it is found that there is a difference in happiness between male and female in happiness in Asian countries (Hori & Kamo, 2017).

Happiness of teacher is also associated with the work period. People who work longer hours turn out to have lower happiness (Beja, 2018). He advises that happiness in the post-midlife period occurs because the aforementioned mismatches become smaller or become not as relevant to people as before. In the educational context, teacher happiness is also influenced by the work period (Beja, 2018). The working period is the length of time required by a worker to donate his / her energy and his thoughts to the company so that the expected length of time will produce good ability and working attitude. The length of time a teacher can provide opportunities for teachers to gain work experience that can enhance their ability and professionalism in performing their duties as educators. High professionalism is expected to affect the increasing quality of education and teacher's welfare.

Knowing and understanding the trigger factors to teacher happiness is a key effort for the advancement of education. Based on that view, this study examines the effect of job satisfaction on teacher happiness and how gender and work period affect happiness on the teacher on Islamic Kindergarten and primary school.

2 METHOD

The participants were 358 (183 female and 175 male) teachers of Islamic kindergarten and Islamic primary school in East Java. The data was taken from the teachers who were attending a certification programmed at The State Islamic University of Malang. Detailed characteristics of respondents based on school, gender, and work period can be seen in table 1 below:

Table 1. The characteristics of respondents

Participant	Kindergarten		Primary School		Total	
	F	%	F	%	F	%
Gender						
• Male	4	1.12	179	50	183	51.12
• Female	51	14.25	124	34.64	175	48.88
Sum	55	15.36	303	84.64	358	100
Work Period						
• <15 years	22	6.15	54	15.08	76	21.23
• 15 – 25 years	18	5.03	169	47.21	187	52.23
• > 25 years	15	4.19	80	22.35	95	26.54
Sum	55	15.36	303	84.64	358	100

The instrument used are The Job Description Index (JDI), life satisfaction scale and Approach to Happiness Questionnaire (AHQ). Explanation of the measuring instrument is as follows:

Job Descriptive Index (JDI) is a measuring tool for job satisfaction (Smith, 2007) and has been modified by researchers. This instrument is a series of statements related to job satisfaction. Job satisfaction indicators are perceptions of work as teachers, superiors or leaders, co-workers, salaries or incentives, and promotions or career opportunities. This scale initially amounted to 72 items consisting of favorable and unfavorable items. In this study modified into 20 items with the consideration that respondents do not experience saturation in filling it. This measuring tool has been tested on teachers of 247 teachers of Islamic primary school in East Java. The results show that all items are declared valid with reliability $\alpha=.710$. Some examples of the items used are: (1) I find the job as an educator to be very pleasant; (2) I feel annoyed when a boss assesses my work; (3) I have many friends who are ready to assist in completing the work; (4) The salary I am currently receiving does not match my workload; and (5) I feel that the career uplift is only for certain people.

The measurement of happiness is done by two measuring instruments. The first measuring instrument named Approach to Happiness Questionnaire by Chris Peterson of the Values in

Action Institute (Seligman, 2012). This scale is able to reveal two indicators of happiness that is positive emotions and acceptance of whatever happens. Some examples of items used are: (1) When I do anything, the time passes very quickly; and (2) I feel that whatever I do is very meaningful to the people. The second measuring instrument is Life satisfaction scale (Diener & Emmons, 1985) and the validity and reliability of this scale. The reliability test result of this scale is $\alpha = .870$. Some examples of items used are: (1) In general, my life is close to what I aspire to; and (2) If I can repeat my life, I will not change anything.

3 RESULT

The result of normality and linearity test to the tested variable shows that the variable data of happiness and job satisfaction are normal and the relationship between the variables tested is linear so that the parametric statistical analysis done has fulfilled the requirement to be used. The results of the correlation analysis of independent variables and dependent variables can be seen in table 2.

Table 2. Matrics correlation among variables

	1	2	3	4	5	6	7
Satisf actio n	.526 **						
Caree r		.299* *					
Colle agues			.190* *				
Perce ption				.133* *			
Salar y					.055		
Lead er						.03 2	
Happ iness							-

** . Significant at 1% ($p < 0,01$) * . Significant at 5% ($p < 0,05$)

The result of regression analysis found that job satisfaction has an effect on happiness ($R = .526$ $p < .01$). Among the most important indicators of job satisfaction on happiness are career paths ($R = .299$ $p < .01$), peers or colleagues ($R = .190$ $p < .01$), perceptions of work as teachers ($R = .133$ $p < .05$). There are two indicators that do not correlate with happiness: salary or incentives and leader. The results of the variance analysis on workplace variables, gender, and work period can be read in table 3.

Table 3. The result of variance analysis

Variable	Mean	SD	F
Gender			
• Male	76.74	13.2 2	6.147*
• Female	80.24	13.5 0	
Work Periode			
• <15 years	83.04	12.1 0	3.889*
• 15 - 25 years	80.13	12.7 3	
• > 25 Years	77.36	13.6 5	

** . Significant at 1% ($p < 0,01$) * . Significant at 5% ($p < 0,05$)

4 DISCUSSION

Happiness is a valuable psychological condition for human life, not only because happiness is related to oneself but it is also related to one's care towards the happiness of others. In general, happiness is understood as a subjective judgment of a person for all the qualities of life that are considered good so that the individual is happy and satisfied with his life (Veenhoven, 2009).

Happiness can be influenced by various factors, job satisfaction is one of them. This study has examined the effect of teacher work satisfaction on his happiness. The result of the analysis shows that the teacher's job satisfaction has a positive and significant effect on happiness level. that means, the more the teacher feels satisfied at work, the more he feels happy. The results of this study have supported several previous studies (Bota, 2013; Demirel, 2014; Dou et al., 2017).

how job satisfaction can affect the happiness of a teacher? In general, job satisfaction is conceptualized as an effective variable resulting from an individual's assessment of his work experience that elicits feelings of pleasure and satisfaction (Fritzsche & Parrish, 2005). Feelings of satisfaction and pleasure are also a component of happy emotions as a result of individual positive judgments. Job satisfaction drives the teacher's happiness, because his job satisfaction interacts with the satisfaction of his life (as one indicator of happiness) since most of the time the teacher is used to carry out his teaching duties at school (Filiz, 2014). The psychological experience of feeling happy, calm, and prosperous in the working life of the teacher, not only limited in the workplace but also transferred in his life. When a teacher is satisfied with his work, then three things the teacher finds are valuable workplaces, meaningful work, and

self-improvement. These three things cause teachers to enjoy and feel the happiness of their lives (Loscocco & Roschelle, 1991).

Theoretically, job satisfaction experienced by teachers is formed from two factors, namely individual factors and environmental factors. Individual factors have several dimensions, among others, age, education, skills, and work experience or years of service. While environmental factors have dimensions such as work climate, colleagues, leaders, salaries, and organizational systems. All these job satisfaction factors in detail have an effect on happiness.

In this study, the results of the regression analysis of each dimension of job satisfaction on the happiness teachers showed that the dimension of career ladder has the greatest influence, followed by colleagues or friends, the teacher's perception of their work. While salaries and leaders have low contribution to happiness.

The interesting findings are that salaries and leaders have very little influence on happiness. This is different from the findings of existing studies, which indicate that salaries and leaders affect job satisfaction. Theoretically, this finding can be explained by using the Conceptual References Theory (CRT) which explains that every individual has a conceptual reference to the happiness of life that plays a role in determining a person's happiness or not in his life (Rojas, 2016). For example, a teacher holds that high salaries and adequate working facilities are a source of happiness. But other teachers may be of the view that happiness is not because of salary and facilities received, but the success of students in learning or appreciation of the community it receives. Based on this, teacher happiness is more emphasized on how they are given the opportunity to develop through career paths and relationships with colleagues.

Empirically the small contribution of salary and leadership to the happiness teachers in research in line with the results of research conducted by Irianto and Subandi (2015). Their research showed that teachers in the hinterland of Papua can feel happiness as their students showed progress in learning and move on to higher levels of education, although their economic facilities and welfare are lacking. The results of this study reinforce the theory that the concept of happiness affect a person to feel happy or not. How they are given the opportunity to grow through career paths and relationships with colleagues.

The results of the teacher's happiness analysis analyzed from the gender dimension in this study indicate that female teachers both from Islamic Kindergarten and Islamic Primary School have more job satisfaction and happiness than male teachers.

This study supported by a previous study (Hori & Kamo, 2017).

This difference is due to several reasons, namely, firstly female teachers have lower expectations than male teachers. this can be due to the position of the female in employment is also lower, so females are more receptive to their work. According to Clark (Clark, 1997) people who have lower expectations then he will tend to be more easily satisfied with his work and impact to be happier. Second, instinctively female teachers have more closeness to the world of children than male teachers. Thus, these characteristics cause female teachers to enjoy more work than male teachers (Şahin & Sak, 2016). Third, there is a cultural view that men are the backbone of the family and should be responsible for the family's economic well-being. While working as a teacher salary is relatively small.

In addition to the dimensions of school and gender, another dimension also analyzed in this study is the influence of the dimension of work to happiness. The results of the analysis show that teachers who have a shorter working life (under 10 years) are happier than teachers who have longer tenure (above 20 years). In other words, the longer the teacher taught the less the happiness. This study is in line with research conducted by Şahin and Sak (Şahin & Sak, 2016). In the early days of teachers teaching, they still had a positive attitude toward work as teachers and had more opportunities to develop their skills as teachers. In contrast to teachers whose working periods were longer, the condition began to decrease as well as their enthusiasm, even from the observations and interviews of the respondents with longer tenure, it is known that many of them want to retire earlier, especially in men who start looking for other jobs to supplement their income.

5 CONCLUSION

Happiness is a positive and valuable emotion for everyone, unexception of teachers. it can encourage everyone to be successful in life. The happiness of the teacher not only affects the teachers themselves but also for the students. Happy teachers are more motivated to work. Happy teachers can also affect student academic performance

Teacher happiness is a psychological condition that is influenced by various factors. the results of this study indicate that job satisfaction, gender, and working period can affect teachers' happiness. From an educational perspective, teacher happiness is believed to enhance a student's motivation and academic performance. Therefore, teachers'

happiness should be efforted by both the teachers themselves and the institution in which the teacher works.

Individually, job satisfaction that affects the teacher's happy feelings can be obtained when the teacher gives a positive assessment of his work and life. This is where the role of perception of the job as a teacher is very influential whether the teacher feels happy or not. Institutionally, although in the research it was found that salary and leadership did not affect the happiness of teachers, however institutions need to pay attention to the welfare of teachers both financially (salary) and social welfare (fair leadership, conducive and harmonious work environment, adequate working facilities) and psychological well-being (appreciation, support, and comfort). All of these factors will help teachers have a positive perspective on their work.

Finally, the results of this study are expected to be the basis for the implementation of school management that can create a happy atmosphere in schools by improving the welfare of teachers both economically, socially, and psychologically. The wellbeing and happiness of teachers is one of the keys to student success and educational success

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